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ABSTRACT

In the 1968 Manpower Report, the serious shortage of manpower in the health occupations field was pointed out. The goal of this project is to develop a curriculum package which can be used in preparing high school students for employment or continuing education in the health care occupations. The 3-year program will enroll 100 secondary-level students each year in a program involving the cooperation of four hospital-school-community college complexes. Field trips, orientation to the hospital environment, and clinical training and job experience facilities will be provided by the hospitals. The curriculum includes four modules: (1) Introduction, (2) The individual and the environment, (3) Meeting the needs of the patient through the health care system, and (4) The hospital community. The evaluation includes monitoring the project's direction with the major focus on the student's performance. (GEB)

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THE UCLA ALLIED HEALTH PROFESSIONS PROJECTS

SECONDARY SCHOOL PILOT AND
DEMONSTRATION PROJECT

BACKGROUND, PROGRAM AND PROGRESS OF THE SECONDARY SCHOOL PROJECT

USOE RESEARCH AND DEMONSTRATION
GRANT 8-0627
UNIVERSITY OF CALIFORNIA, LOS ANGELES
DIVISION OF VOCATIONAL EDUCATION
ALLIED HEALTH PROFESSIONS PROJECTS

OCTOBER 1970

VT015437

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Division of Vocational Education

ALLIED HEALTH PROFESSIONS PROJECTS
Research and Development Project for Curricula
and Instruction in Allied Health Occupations

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THE SECONDARY SCHOOL PROJECT

FOR

AN INTRODUCTION TO

THE ALLIED HEALTH PROFESSIONS

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UNIVERSITY OF CALIFORNIA, LOS ANGELES
Division of Vocational Education
ALLIED HEALTH PROFESSIONS PROJECTS

October, 1970

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Division of Vocational Education
Allied Health Professions Projects
Secondary Schools Project
1003 Wilshire Boulevard
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FOREWORD

The Division of Vocational Education, an administrative unit of the statewide University of California, is concerned primarily with teacher education, research, and service in the broad area of adult, vocational and technical education.

The Division developed the secondary school project in order to demonstrate the feasibility of an allied health curriculum in secondary schools.

An allied health curriculum, with an occupational emphasis, is needed in secondary education in order to provide relevant educational experiences for students who select the health area in which to find their occupational future. This project combines general education and vocational education in a most desirable way. Upon completion of the project students will be able either to select one of the health areas and begin their employment, or to continue working toward their occupational goals in a post-secondary health program, or to do both.

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THE OBJECTIVE

The goal of the Secondary Schools Project of the UCLA Allied Health Professions Projects is to develop a curriculum package for An Introduction to the Allied Health Professions, which will prepare high school students for employment or continuing education in the health care occupations.

Specifically, upon completion of the program,

1. The student will be prepared to make an appropriate career choice of an allied health occupation.

2. The student will continue in an advanced educational or training program and/or will be employed in an allied health occupation.

3. The student will be able to function satisfactorily as an employee in the health care system.

4. The student will be a knowledgeable consumer of health care services.

The three-year program will enroll 100 secondary-level students each year in an instructional program involving the cooperation of four hospital-school-community college complexes in the Los Angeles area. Participating hospitals will provide opportunities for field trips and orientation to the hospital environment, as well as the clinical training and job experience facilities needed to supplement classroom instruction.

A special effort will be directed toward providing motivation and basic career orientation for potential drop-outs and under-achievers in the minority populations as well as involving those students who already have health career objectives.

BACKGROUND OF THE PROBLEM

The serious shortage of manpower in the health occupations long has been a matter of concern to those charged with responsibility for manpower planning and policy. In the 1968 Manpower Report, the Secretary of Labor pointed to the need for half a million more workers in this field. During the next ten years, he stated, 10,000 new workers will be needed each month; this projection did not take into account replacements for existing workers. (7)*

The problem of estimating manpower deficits in the health occupations is complicated by the growing national commitment to comprehensive health care for the total population. In addition, it is generally conceded that current health care provisions fall short of providing equal care for all segments of the population, and that health service goals must be enlarged beyond the treatment of acute illness alone to include preventive and rehabilitative medicine. These expanding goals call for improved health services and development of new facilities and new types

* Numbers in parentheses refer to references, page 19.

of service. These, in turn, demand greatly expanded manpower resources for staffing of the new services and facilities envisioned. (7, 11)

There is little tangible upon which to base estimates of tomorrow's health care manpower needs. The current shortage, based on existing facilities, manpower, and patterns of health care, is estimated at half a million workers. The need exists; it is acute; greater needs must be anticipated. These needs call for new sources of manpower to support the efforts of highly skilled professionals in the health care field, and for innovative approaches to education and training of candidates for the new jobs that will appear in the updated health care delivery system. (3, 8)

Students in the secondary school systems could provide one abundant source of hitherto untapped manpower for the allied health professions. Over the years, efforts have been made to develop high school health career programs and pertinent vocational education programs. There appears to have been little substantial progress in this direction. The U.S. Department of Health, Education, and Welfare reports that in 1966, for example, there were 9,793 secondary school students enrolled in health occupation vocational programs. (6) This was at a time when high school enrollment in the United States totaled around 13 million.

To draw upon the manpower potential of the secondary school population, it appears essential to create a course of study that both attracts the student and demonstrates to educators its ability to recruit, educate, and provide motivation for young people to enter the allied health professions. The 1968 Report of the Advisory Council on Vocational Education points out one important concern:

> "...there is a growing feeling that the standard or traditional programs of vocational education do not meet the needs of many high school students. There appears to be a trend for high school programs to become more comprehensive and to encompass a guidance and motivational function as well as training for salable skills. The trend implies that high school programs should not be terminal but, instead, non-blocking. That is, the program should allow for transition to work or to the next level of education. This does not negate the need for programs to accommodate students who are incapable or unable to complete or pursue their education beyond high school. However, it does suggest a need for change in emphasis." (11)

If this is true of the "world of work" in general, how much more it applies to the allied health professions, which concern interests and activities usually outside the range of the student's observations and interests--a field for which early and thorough orientation is essential if the potential recruit is to make an intelligent and informed choice of occupation.

To provide the student with the basis for an informed occupational choice, the Secondary Schools Project proposes an integrated curriculum so that during the first year of high school, he begins to receive core knowledge relating to the health care field. The curriculum for An

Introduction to the Allied Health Professions will stimulate the student to prepare for a realistic future, and at the same time will provide cultural enrichment and prepare him to go on to college if he chooses. (2)

Essential to the stimulation process is the interlacing of work experience with classroom education; the "real" work enables the student to experience the entire work-role and facilitates the learning of skills and tasks. (4, 6) Moreover, the general education components in the program create a major element in potential upward mobility, as the student becomes aware of the many careers awaiting him in the health care field, and the ways in which these fields may become open to him.

There already is considerable interest among educators and medical personnel in education for the expanding and changing manpower needs of the health care system. (9) The primary need, therefore, is for leadership in curriculum development and the creation of instructional materials. The Secondary Schools Project has been designed to meet this need.

ORGANIZATION OF THE PROJECT

The preliminary period, April 1969 to September 1970, has been devoted to the planning, preparation and selection of the school-hospital-community college complexes. Each complex consists of a teaching hospital, a public high school, and a Junior or Community College. The following complexes have been selected and prepared for participation in the project:

1. St. Francis Hospital (1970-1971)
   Martin Luther King, Jr. Hospital (1971-1972)*
   Fremont High School
   Southwest Junior College

2. Cedars-Sinai Medical Center
   Lincoln High School
   Los Angeles City College

3. Harbor General Hospital
   Jordan High School
   Compton Junior College

4. Kaiser Permanente (proposed participation)
   St. Mary's Hospital, Long Beach
   Polytechnic High School, Long Beach
   Long Beach City College

Four project staff members have been appointed to serve as field coordinators, each functioning in one of the complexes as a coordinator for the program. Working with hospital administration and staff they are responsible for the development and implementation of work-related curriculum activities. They already have selected the students who will

*New construction delayed, but will be involved during the second year of the project.

participate, and will be responsible for guidance and counseling of students to facilitate their adjustment to the new program. They also will work closely with the instructors as the program gets under way. They will act as a liaison in the community to find resources for student employment and to investigate possible health care facilities which would broaden student employment.

The curriculum design is being developed by specialists in consultation with other members of the project staff and with knowledgeable members of the health professions. Four instructors, recruited from the participating high schools, are involved in developing the curriculum and teaching materials and will participate in evaluation. A list of the project staff appears in Exhibit C.

A summer internship program has been developed in each of the participating hospitals to provide a hospital work experience for the project teachers. Four 12th grade students have been recruited to participate in the nine-week internship program. Both teachers and students are working in the various departments of the hospitals and are relating their experiences to the curriculum construction.

Twenty-five high school students from each of the complexes have been selected to participate in the pilot demonstration project. These students, totalling 100 from all four complexes, have been recruited at the schools by a combination of methods, including group presentation of the project and individual referral by school personnel. Selection of students for participation has been determined by individual interviews with the field coordinators assigned to the school, held with each applicant, as well as the school records. Parents, too, have been involved in student selection through interviews with the field coordinators to help make decisions. Student interest has been high; there has been more than 100 student applications from among whom 25 were chosen to be enrolled in An Introduction to the Allied Health Professions in each school.

The selected students are entering the 10th grade; the classes are composed of roughly equal numbers of boys and girls. They have been selected on the basis of their interest in preparing for careers in the allied health professions and are representative of varying levels of academic achievement: 15 percent are upper level students, 60 percent, average achievers, and 25 percent are in the lower class rankings.

After completing the first year of planning and organization, the pilot demonstration project is to begin operations in September, 1970. This phase consists of program implementation, accompanied by evaluation of the curriculum for An Introduction to the Allied Health Professions. The curriculum will be taught by the selected project teachers in a two-hour daily block throughout one school year. Field trips to hospital and clinical facilities will be an integral part of course content. The classroom teacher and field coordinator will assist with supervision and will coordinate class activities. A four-week period of hospital experience at the end of each semester is designed to provide broad educational-work experience in the allied health professions.

Individual counseling will encourage the students toward upward mobility and give them a better understanding of themselves as they relate to work. Tutoring assistance, provided through volunteers, will

be made available to students needing this type of help. Each of the four summer internship students will be assigned to a class as a teacher-aide, to assist individuals and small groups.

Recognizing that not all students who enroll in the allied health orientation program will continue in school through its three-year duration, provision has been made for continued counseling and guidance of those who drop out, either to pursue an alternative educational objective or to quit school entirely. In either case, the allied health instructor and the field coordinator will make every effort to maintain the interest of such students in the allied health occupations, either by helping them to find another career objective in the health field, or by assisting in appropriate job placement in a health care setting. Coordinators will maintain contact with such students and will encourage their eventual return to school or enrollment in a continuation school for strengthening of job capabilities.

The students who have completed the first-year introductory course will proceed in their second year to a work-experience assignment in the hospital under the supervision of their field coordinators. Students will be helped to select a specialized area in the allied health professions which can provide them with a meaningful in hospital in-service training and supplementary education program. It is anticipated that work-study funds will be obtained for participating students.

The third year of the instructional program, September 1972 to September 1973, will incorporate a cooperative education plan whereby the student will be assisted in finding employment on a half-time basis and obtaining high school credit for his work. He still will continue his academic curriculum in high school. Alternatively, some students may continue with an organized advanced vocational curriculum available in their own schools, while others may wish to enroll in high school courses to correct deficiencies or to fulfill requirements for entrance to advanced educational institutions.

The first-year course, An Introduction to the Allied Health Professions, will be repeated with new students in each succeeding year. Over the course of three consecutive years, the program should reach some 300 students. For a functional chart of the entire secondary school project, see Exhibit A.

CURRICULUM DESIGN

During the first-year program of the Secondary Schools Pilot and Demonstration Project (An Introduction to the Allied Health Professions) students will be exposed to the broad range of health care occupations and to the concept of career mobility. A career lattice of the allied health professions to be covered by the curriculum is delineated in Exhibit D.

Basic skills and knowledge relevant to a broad spectrum of entry-level occupations will be taught. During the first and subsequent years, students will have opportunities to put these skills and tasks into use

at health care facilities. Through a new and creative program of instruction that includes innovative teaching techniques, methods, and materials, students will be motivated to enter the allied health occupations and possibly to seek additional training at the post-secondary level.

The curriculum package is designed to:

1. Integrate the goals of vocational education with those of general education, i.e., provide a bridge between education and the world of work such that the student can continue acquiring basic educational skills while concurrently learning skills needed to obtain employment and facilitate career mobility.

2. Emphasize relevance to present and projected manpower needs in the allied health field.

3. Provide individualized learning experiences which are intended to insure successful learning for all students.

4. Present the content at increasing levels of difficulty, anticipating success at each level.

5. Provide a built-in system for continuous student counseling and guidance.

6. Utilize innovative teaching methods materials which will motivate and maintain the interest of the students.

7. Stress the team approach to curriculum planning, implementation, and evaluation--the team consisting of project staff, classroom teachers, hospital staff and students.

Initial work is to be done by the students as a total group; then they will work in small group situations; eventually, they will work as individuals on special projects.

The following components are included in the curriculum for An Introduction to the Allied Health Professions:

1. General introduction to the health care system: structure and function of hospitals; health agencies as a center for research, education and community service; ethical foundations of professional practice; health service personnel; professional philosophy; professional practice and the law; changing concepts of health; understanding human behavior. (4)

2. Three main areas of health care functions are differentiated and will be studied in a generic manner:

   a. Patient care and community health service: developing skills in practices and procedures; illness and patient behavior; assisting with conditions of illness; assisting

with physical examinations; medical terminology; developing fundamental observational and communication skills; working with the outpatient health care system; assisting patient with his health environment. (1)

b. Technological services: introduction to laboratory procedures, developing manipulative skills and technological services; principles of asepsis.

c. Business and administrative services: practices and procedures of all support functions; legal and fiscal responsibility; procedures and recording; administrative organization of a large hospital.

Four major topics have been selected to serve as the vehicles for integrating the foregoing components into the curriculum. These topics are being developed into four instructional modules, as follows:

MODULE I - INTRODUCTION

A. Man and his health beliefs and practices

B. Why health?

C. The health care delivery system

The health beliefs and practices of the past serve as an introduction to present health behavior; students are shown how folk beliefs and practices still survive and influence people's behavior and health attitudes. Initial problems are explored in terms of developing criteria for making choices among health services; this is based on the objective of turning the student into a knowledgeable consumer of health services.

Reasons why health is important are demonstrated by showing the interrelationships between the health of the individual, his community, and his society. The health of the society affects its economic, social, and political systems. Growing awareness of health needs creates greater demand for health services.

The student is introduced to the health care system by familiarizing him with different types of health care facilities and the diversity of manpower needs in health field jobs.

MODULE II - THE INDIVIDUAL AND THE ENVIRONMENT

A. Ecology

B. Environmental pollution

C. Sanitation

This module is concerned with environmental effects on health. The relationship between the environment, the community, and

health is stressed. Concern for environmental hazards is reflected in the growing job field in environmental health. Specific job opportunities, current and potential, are presented.

MODULE III - MEETING THE NEEDS OF THE PATIENT THROUGH THE HEALTH CARE SYSTEM

A. Preventive health measures

B. Acute health conditions

C. Chronic health conditions

D. Health problems of specific groups

This will consist of an in-depth study of health care systems, including discussion of entry level jobs, career ladders, selected skills and related knowledge, terminology, and basic science concepts. The student will be prepared for employment in a health care facility.

MODULE IV - THE HOSPITAL COMMUNITY

A. Orientation to the hospital community

B. Structure and organization

C. Staffing pattern

D. Financial structure

E. Occupational research

F. Hospital research

This module specializes in the hospital community and will involve practical experience. The student will spend time in a hospital in several selected occupational categories. This experience will assist the student to meet the objective of being able to decide on an appropriate choice of job experience in the hospital where he will be working during the second year of the program. This module will help us meet objective No. 1.

A systematic method for continuous supervision and evaluation of the curriculum is being developed. Curriculum modifications will be effected as deemed necessary; (records on objective and subjective data are being maintained).

EVALUATION DESIGN

The evaluation constitutes a monitoring of the Project's direction, with the major focus on the student's performance. In this context, evaluation is used to determine whether the curriculum does, in fact,

prepare students for employment or higher education in the allied health occupations. The evaluation is being designed to measure the student's progress toward the desired goals. This calls for the collection of data on each student at the beginning and throughout his participation in the project.

Key factors used in evaluation are:

1. The student's ability to make an appropriate career choice in the field of allied health.

    a. The ability to tell what workers do in several allied health occupations.

    b. The ability to select work areas appropriate for him to explore further; to explain the steps necessary to enter the job, including the training and educational background; to describe the career ladder associated with each job.

    c. An increasing vocational maturity, i.e., his ability to make vocational choices.

    d. The ability to establish realistic personal and educational goals.

2. The student's continuation in an advanced education or training program and/or employment in an allied health occupation.

    a. Selection of a high school area of study programmed to meet requirements for a career in allied health appropriate to his performance indices and interest.

3. The student's ability to function as an employee within the health care system.

    a. The ability to demonstrate knowledge of how health care facilities operate.

    b. The ability to demonstrate basic skills and related knowledge for selected allied health occupations.

    c. The ability to identify and describe the functions of specific equipment.

    d. A demonstration of attitudes and behavior appropriate to the world of work: dependability, attendance, personal appearance, confidentiality of patient information, concern for the welfare of others, etc.

4. The student's knowledgeable use of health care services.

    a. The ability to maintain his own health by the use of the appropriate health care system.

b. The ability to serve as a referral agent for family and friends.

Several data sources will be used in this evaluation. One is the student's performance in projects and activities that are inherent in the class materials. Another source is assessment of student performance in actual work situations. An additional source will be educational and counseling data used to measure the student's developing maturity and ability to make vocational choices.

In addition, the Project will be concerned with how the curriculum materials per se affect the student's ability to perform. If students encounter difficulties that reflect individual learning problems, it is important to find out how the curriculum can be changed or revised to surmount these problems. Thus, several internal checks will be made on the curriculum to insure its success. Materials are being pre-tested on high school students in so far as is possible prior to use in the classroom and interview guidelines have been developed to discuss key aspects of the curriculum with the project students to obtain their reactions. Continuous interchange of ideas among teachers, field coordinators and hospital personnel will help to work out problems as they arise.

In the second-year program the students will be continuing into a paid work experience curriculum within the hospital setting. Each student will be offered specialized training in one of three occupational areas.

The third-year program will offer a Cooperative Education plan. Students will be assisted in finding employment on a part-time or full-time basis if desired and can receive high school credit. Counseling will be provided for students to develop upward mobility skills along their career ladders.

SM:jab
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EXHIBIT A

ALLIED HEALTH PROFE
SECONDARY SCHOOLS INTRODUCTION TO
FUNCTIONAL CHAR

PRELIMINARY PHASE
APRIL 1969 - SEPT. 1970

FIRST YEAR OF INST
SEPT. 1970 - SEP

STAFF

ASSOCIATE DIRECTOR
Oversees project.
Coordinates with AHPP.
Supervises staff.

FIELD COORDINATORS (4)
Work with hospitals to develop school-community relations.

Develop work-experience curriculum.

CURRICULUM SPECIALISTS (2)
Responsible for curriculum development.

CONSULTANT

RESEARCH ANALYST

SECRETARIES (2)

PARTICIPATING AGENCIES

4 Hospitals

4 High Schools

4 Adjacent Junior Colleges

SCHOOL COUNSELOR ORIENTATION

Orientation to goals and purpose of the program.

Enlisting cooperation.

WORK EXPERIENCE SUMMER PROGRAM

4 students and 4 teachers, one from each participating school, to work in hospital during the summer.

Teachers to assist in curriculum writing.

HOSPITAL STAFF ORIENTATION

Special needs of the project and its students analyzed.

PILOT AND DEMONSTRATIO
YEAR I
BASIC INTRODUCTION

Two-hour daily schedul
of school time.

One year in duration.

Exploratory work expe
10 units of credit.

Academic material sup
with visual aids and f

Class - open to studen
10th grade.

25 students per class.

Teacher to accompany s
into the field.

Students - a heteroge
group including all a
groups, income groups,

Total students involv

Total teachers involv

TUTORING

Students who need
assistance will be
by teacher-aide an
volunteers.

EVALUATI

Summary and fun
evaluation. Re
at quarterly in

PREPARATION FOR
OF PILOT PROJE

EXHIBIT A

ALLIED HEALTH PROFESSIONS SCHOOLS INTRODUCTION TO HEALTH PROFESSIONS FUNCTIONAL CHART

FIRST YEAR OF INSTRUCTION SEPT. 1970 - SEPT. 1971

PILOT AND DEMONSTRATION PROJECT YEAR I
BASIC INTRODUCTION TO AHP

Two-hour daily scheduled block of school time.

One year in duration.

Exploratory work experience, 10 units of credit.

Academic material supplemented with visual aids and field trips.

Class - open to students in the 10th grade.

25 students per class.

Teacher to accompany students into the field.

Students - a heterogeneous group including all ability groups, income groups, and races.

Total students involved - 100.

Total teachers involved - 4.

TUTORING

Students who need remedial assistance will be helped by teacher-aide and other volunteers.

EVALUATION

Summary and functional evaluation. Reporting at quarterly intervals.

PREPARATION FOR REPEAT OF PILOT PROJECT YEAR I

SECOND YEAR OF INSTRUCTION SEPT. 1971 - SEPT. 1972

End of Funding

PILOT PROJECT YEAR I (REPEAT)

Another group of 100 students assist other schools in establishing program.

PILOT PROJECT YEAR II

Paid work experience program.

Coordinated by school-project staff.

Specialized training in one of the three areas of occupational training.

Coordinate with hospital in-service training.

Curriculum packages from AHPP where applicable.

EVALUATION

Report of Year I Project

CURRICULUM PACKAGE

Reproduced and distributed.

TUTORING PROGRAM CONTINUES

PREPARATION OF PILOT PROJECT YEAR III

PREPARATION FOR PILOT PROJECT YEAR II (REPEAT)

PREPARATION FOR PILOT PROJECT YEAR I (REPEAT)

THIRD YEAR OF INSTRUCTION SEPT. 1972 - SEPT. 1973

PILOT PROJECT YEAR I (REPEAT)

Additional group of 100 students.

PILOT PROJECT YEAR II (REPEAT)

Group continued.

PILOT PROJECT YEAR III

Work experience project: student able to be employed after school hours as well.

Structured program for LVN's and possibly technicians.

TUTORING PROGRAM CONTINUES

CONTINUING EVALUATION AND SUMMARY

PUBLICATION OF TOTAL PROGRAM

Exhibit B

ORGANIZATIONAL CHART
for
Allied Health Professions Projects
and
Secondary School Basic Introduction to
Allied Health Occupations

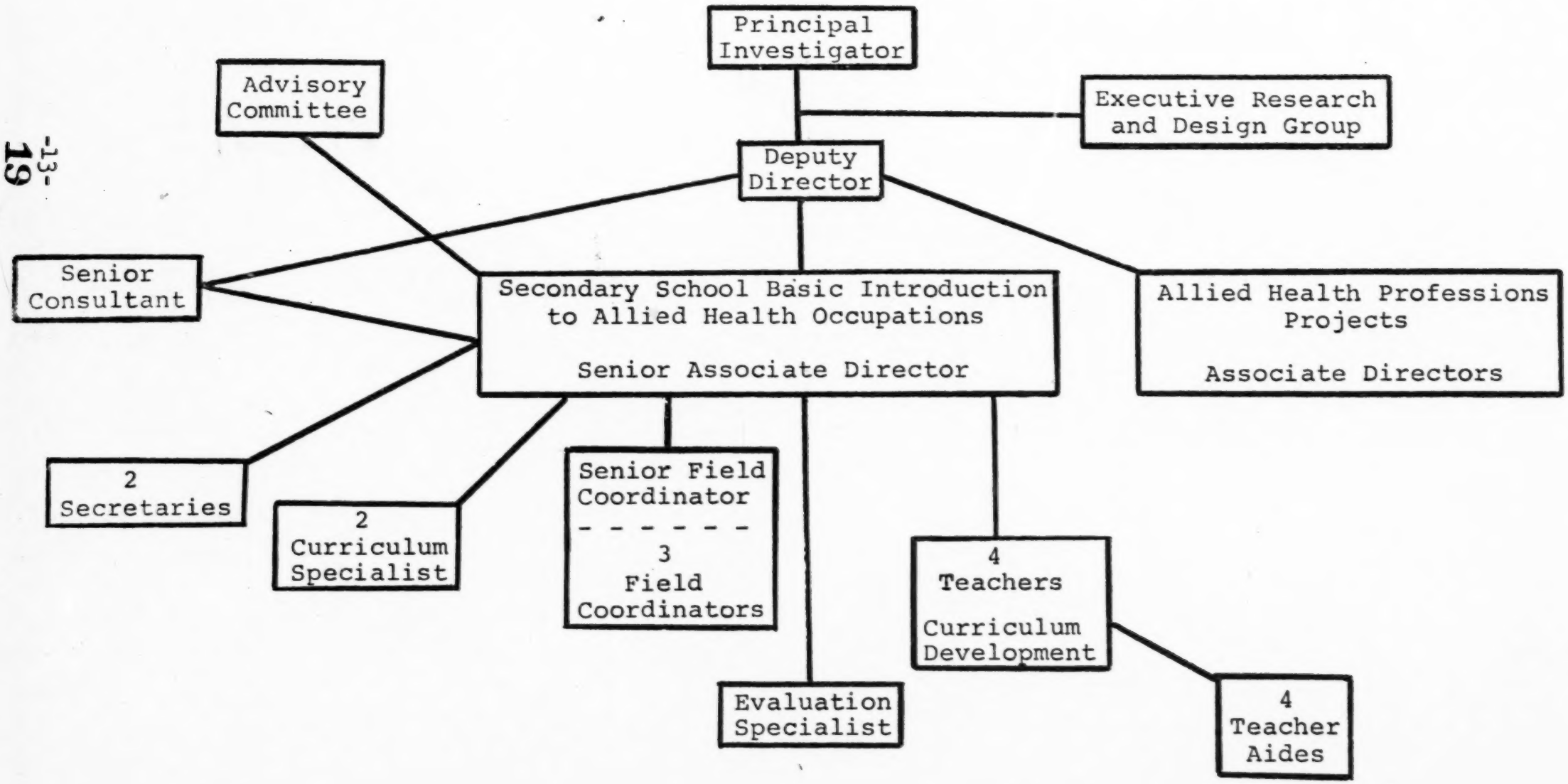

EXHIBIT C

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Maude Peronneau, B.S., R.N., Project Teacher

Charlotte Amundsen, Teacher Aide

Judy Dobson, Secretary

Margaret Campbell, Secretary

Mary Ellison, Editor

St. Francis Hospital-Fremont High School Complex

Ralph Miller, Training Director
Donald Bolton, Principal
Richard Browning, Vice Principal
Phyllis Smith, Head Counselor
Maude Peronneau, Teacher
Gregory Threadgill, Field Coordinator

Harbor General Hospital-Jordan High School Complex

Les Smith, Assistant Administrator
Ralph Watt, Training Director
Lionel Joubert, Principal
John DeBoise, Head Counselor
Elaine Hadden, Teacher
Bill Hudson, Field Coordinator

Cedars-Sinai Medical Center-Lincoln High School Complex

Paul Rubenstein, Director of Professional Services
Jan Costa, Training Director
Leonard Swartzman, Director of Medical Education
Peter Martinez, Principal
Lawrence Arellanes, Head Counselor
May Kishiyama, Teacher
Marilyn Ray, Field Coordinator

St. Mary's Hospital-Long Beach Polytechnic High School Complex

Anthony Abbott, Vice President, Personnel
Beverly Bohaty, Personnel Director
Jack DeBose, Principal
Don Menke, Head Counselor
Marcelin Fortain, Teacher

Martin Luther King, Jr. Hospital

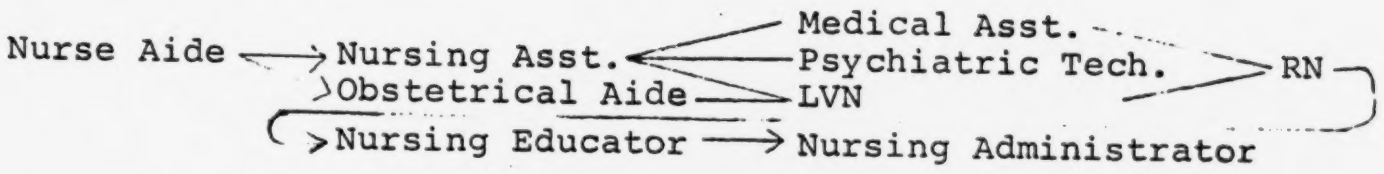
Harry Douglas, Personnel Director
Tom Hawkins, Training Director

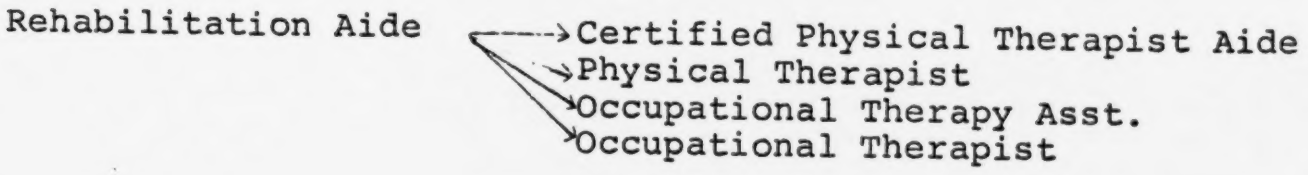
Kaiser Permanente-Harbor City

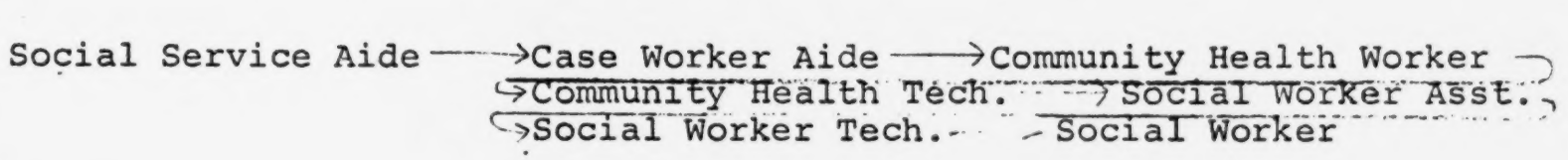
Don Martine, Training Director
Ed Bunting, Clinic Administrator

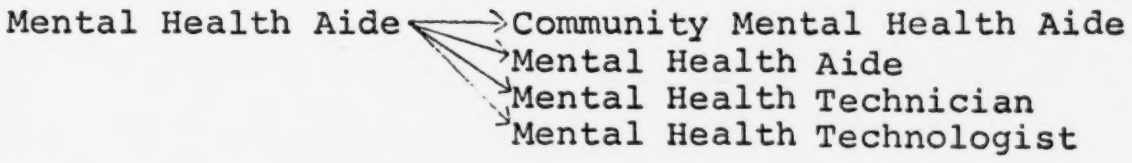
Exhibit D
Allied Health Professions Projects
Career Lattice

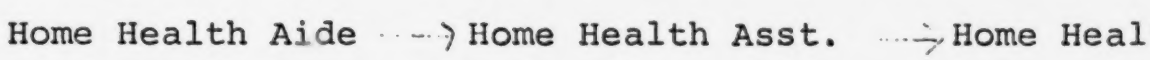
I. Patient Care



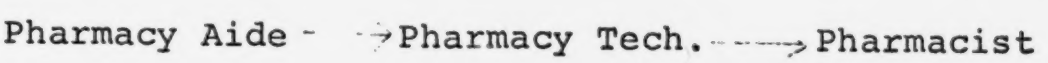


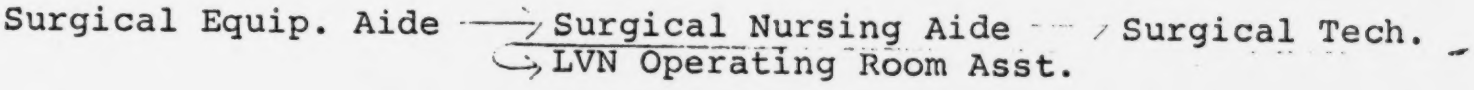


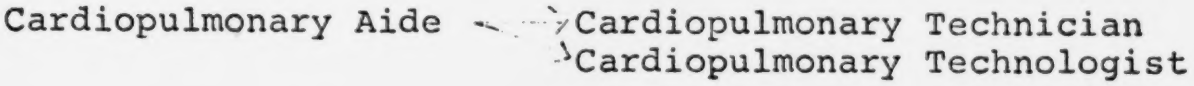


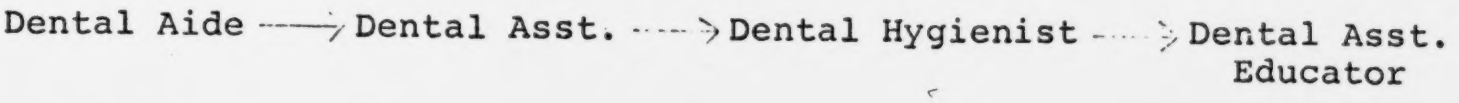


II. Technical & Clinical Occupations









II. Technical & Clinical Occupations (continued)

Electroencephalographic Aide ⇢ Electroencephalographic Tech.

Inhalation Therapist Aide ⟷ Inhalation Therapist Tech.
⇢ Inhalation Therapist Technologist.

Lab Aide ⇢ Certified Lab Aide ⟶ Medical Technologist

Animal Lab Aide → Veterinarian Asst. ⇢ Vet. Tech. ⟶ Vet.
→ Animal Lab Asst. ⟶ Animal Lab Technologist

Radiology Aide ⟶ Radiology Tech. ⟶ Radiation Health Tech.

III. Facilities Support

Porter, Janitor, Maid ⟶ Cleaning Specialist ⇢ Shift Supervisor

Lead Man ⟶ Asst. Housekeeper ⟶ Executive Housekeeper

Laundry Room Worker ⟶ Inspector ⟶ Area Supervisor
↳ Asst. Laundry Manager ⟶ Laundry Manager

Linen Worker ⟶ Seamstress ⇢ Inspector ⇢ Supervisor
↳ Linen Room Supervisor

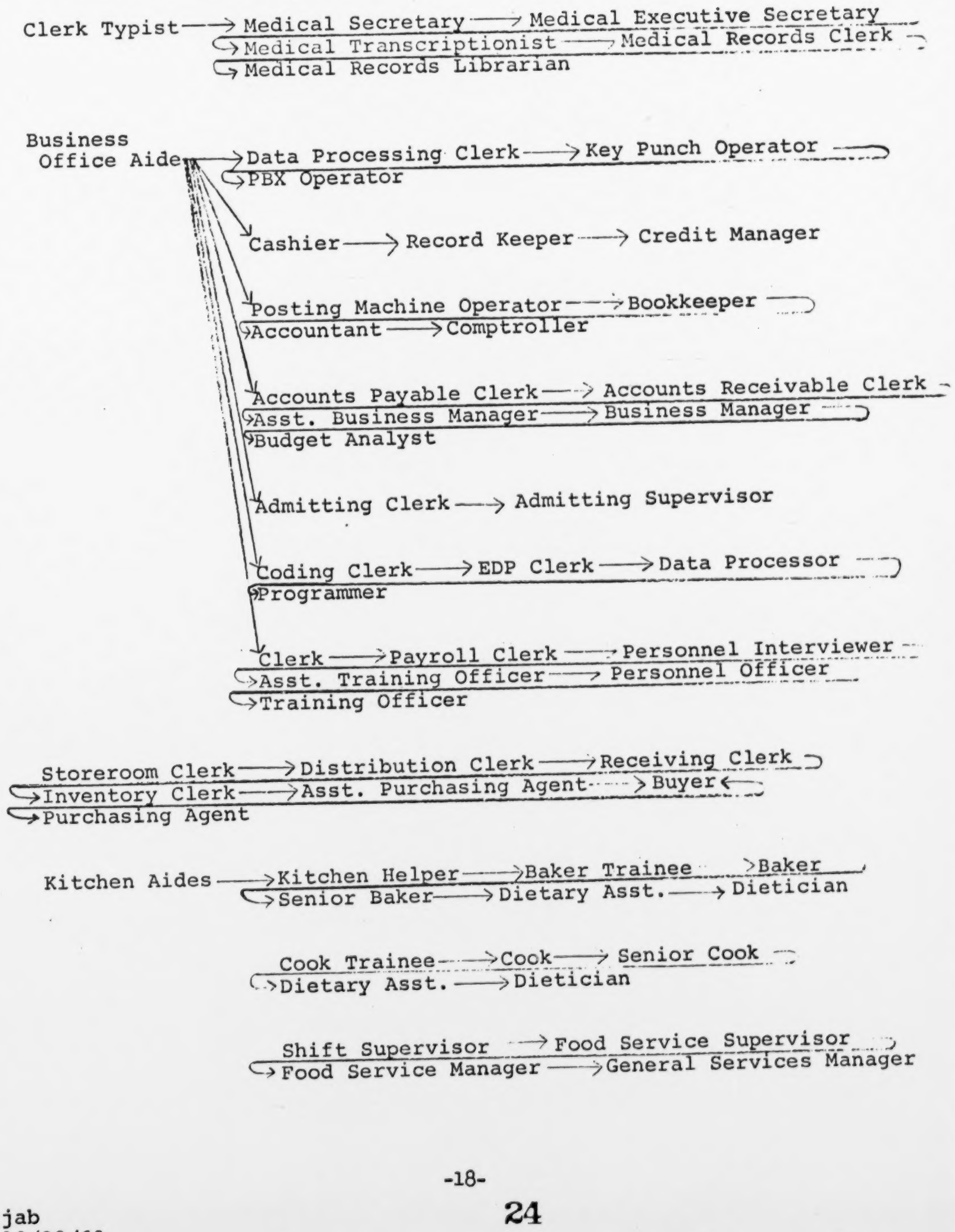
Central Service Worker ⟶ Supervisor ⟶ Journeyman

Engineer Helper ⟶ Apprentice ⟶ Superintendant (Engineering and Maintenance)
↳ Chief Engineer

Asst. Environmental Worker → Environmental Tech.
→ Environmental Engineer
→ Facility Planning Manager

Clerical Aide ⟶ Messenger ⇢ Medical Office Worker ⟶ Receptionist
↳ File Clerk ⟶ Ward Clerk ⟶ Unit Manager

III. Facilities Support (continued)


Clerk Typist → Medical Secretary → Medical Executive Secretary
→ Medical Transcriptionist → Medical Records Clerk
→ Medical Records Librarian
Business Office Aide → Data Processing Clerk → Key Punch Operator
→ PBX Operator
→ Cashier → Record Keeper → Credit Manager
→ Posting Machine Operator → Bookkeeper
→ Accountant → Comptroller
→ Accounts Payable Clerk → Accounts Receivable Clerk
→ Asst. Business Manager → Business Manager
→ Budget Analyst
→ Admitting Clerk → Admitting Supervisor
→ Coding Clerk → EDP Clerk → Data Processor
→ Programmer
→ Clerk → Payroll Clerk → Personnel Interviewer
→ Asst. Training Officer → Personnel Officer
→ Training Officer
Storeroom Clerk → Distribution Clerk → Receiving Clerk
→ Inventory Clerk → Asst. Purchasing Agent → Buyer
→ Purchasing Agent
Kitchen Aides → Kitchen Helper → Baker Trainee → Baker
→ Senior Baker → Dietary Asst. → Dietician
Cook Trainee → Cook → Senior Cook
→ Dietary Asst. → Dietician
Shift Supervisor → Food Service Supervisor
→ Food Service Manager → General Services Manager

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